EDUC 631

*Curriculum Development for 21st Century Teacher Leaders*

**Instructor:**

**Telephone Numbers:**

**Email:**

**Course Texts:** *1. Curriculum Foundations for Development of 21st Century Teacher Leaders –*

Pearson Custom Book – ISBN 1-256-01524-5

*2. Philosophical Foundations of Education –*

Howard Ozman, ISBN 10: 0-13-254074-6

*3. Rethink, Rebuild, Rebound, A Framework for Shared Responsibility and*

*Accountability in Education,* ISBN 10: 1-256-32560 - 0

*4. A Short Guide to Action Research, 4th edition,* ISBN – 13: 978-0-205-50931-7

***Optional Text:*** *Publication Manual of the American Psychological Association,*

*Sixth Edition*, ISBN**:** 978-1-4338-0559-2

**Course Description** – The course is a study of philosophical, cultural and historical foundations of education and their impact on 21st century schools. An examination and analysis of curriculum development as it relates to design, implementation, and evaluation within the learning community. The course also includes an introduction to the action research project as the programs culminating experience and will begin development of a question for intensive study.

In the course, teacher leaders shall work in professional learning teams to develop a differentiated unit of instruction integrating 21st century content and skills and demonstrate knowledge of curriculum, instruction, and assessment by developing a professional development plan for improving instructional programs and practices within a particular school environment. (collaborate in learning teams, determine curriculum needs, develop literature reviews on curriculum need and action research, plan a unit of instruction, and develop a professional development plan).

Teacher leaders will also keep reflective journals as they read about and discuss particular philosophical schools of thought related to education as well as study historical, cultural, and social events and their impact on education. In their journals, teacher leaders will systematically analyze the impact of these factors within their own classrooms and schools.

**Course Objectives**: As a result of course readings, activities, and assignments, students will:

* Understand how to collect specific school data to determine a needs analysis.
* Understand how to analyze collected data to determine curricular needs.
* Understand methods for accessing, critically reading, reviewing, summarizing and determining potential applications of scholarly educational research.
* Gain a preliminary understanding of the action research process and its uses.
* Understand how to frame an appropriate action research question for investigation.
* Understand the principles of effective professional development and how to connect professional development resources to particular curricular needs.
* Work with colleagues to present information on specific educational philosophies and their impact on 21st century schools.
* Reflect on educational philosophies and determine their influence on individual school environments.
* Develop and submit the first chapter and at least an outline of the second chapter of capstone thesis in a Word document that includes the following parts:
* **Chapter 1 - Introduction** 
  + Overview – This is the introduction to your problem. What research led you to know that this was a problem?
  + Problem Statement - This is short, explaining exactly what the problem is. You have already established that there is a research base for the problem, now you state the problem succinctly.
  + Purpose – What exactly is your study about? “The purpose of this study is to...”
  + Research Questions – What question or questions are you trying to answer with your study?
  + Description of the Community – Talk about the community surrounding your school. Is it supportive? What kinds of changes has it undergone in the past 5 or 10 years? Is it urban, suburban, or rural? Give us enough demographics to paint an adequate picture of your area.
  + Description of Work Setting – Now talk about your school. What is it like? How are you structured? What makes your school different or unusual? We need to know the environment.
  + Writer’s Role – You are the researcher. What is your role going to be?
  + Definition of Terms – Define all unusual terms. Remember to cite all definitions.
  + Summary – Sum it all up. Remember to restate the problem and the purpose here.

**Chapter 2 – Study of the Problem/Literature Review**

* Overview – From this point on, overviews are introductions to the chapter. Give the reader a little reminder of the study and then let me know the structure of the chapter.
  + - * Problem Documentation – A more fleshed out review of the research you provided in Chapter 1. What research led you to know there was a problem?
      * Literature Review – A thorough review of research related to your topic and your research questions.
      * Causative Analysis – What does the research say are the causes of the problem?
      * Summary – Wrap it all up. Reword problem and purpose and remind me of the most important points of your literature review.

**Capstone Objectives:**

During this course candidates will be expected to complete chapter 1 and an at a minimum, an outline of chapter 2. The first chapter will be presented as a Word document. The goal for this course is to insure students are progressing well and have selected a topic and have finished chapter 1 and an outline of chapter 2. . The professor of the candidate will be expected to approve the final proposal during this course. The professor will be expected to teach candidates the following:

1. Action Research through a WebEx presentation and assist them in beginning to develop their protocol.
2. Selection of a topic (background research).
3. Development of a research topic/thesis statement and ascertaining the purpose of the work (answer the question why).
4. Development of the introduction to the topic and the purpose statement accompanied by definition of terms. (Chapter 1)
5. Selection of appropriate research documents to support the proposal. Location of resources and development of a written review of the literature concerning the approved topic.
6. Development of the writing process with expectations of study of research articles that demonstrate effective content and writing conventions. Knowledge of Gardner-Webb Style Guide and current APA formatting with the expectation that candidates apply the learning to their written research.

*This hybrid class will provide 6 semester hours of credit when completed. The course consists of 4 hours of face-to-face time each week and there is an additional part of the class that is on line (a minimum of 2 hours). All students are expected to complete all components for the weekly face-to-face and on line portions of the class for full credit. A one hour capstone class accompanies this course.*

**Attendance:**

Students are expected to be in class. Please remember that Gardner-Webb University maintains a 75% attendance policy. Students should realize that missing a class does not grant an exemption from any work, assignments, readings, etc. ***It is incumbent upon the student, not the professor, to be responsible for assignments, both those on the syllabus and any made in*** ***class.***

**Accommodations:**

If your learning or participation in this class might be affected in any way by a disability recognized under the Americans with Disabilities Act (ADA), you will need to do the following:

1. Register with the Noel Program for the Disabled at Gardner Webb University at (704) 406-4270
2. Educate me about your disability so that I can work with you and the Noel Program to arrange necessary accommodations. It is important that you take both of these steps no later than the first week of the semester.

**Academic Integrity:**

Students have the responsibility to know and observe the requirements of the Code of Student Conduct. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic honesty.

**Grading Scale:**

**95-100 = A**

**90-94 = A-**

**87 –89 = B+**

**84-86 = B**

**80-83 = B-**

**Below 80 = C**

**Calendar of Weekly Requirements – Suggested Activities and Assignments are provided for assist in lesson planning for each class.**

**Bring laptops to class, if available.**

**Weeks Topics Class Activities and Assignments**

**Reading Assignments Online Assignments**

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| --- | --- | --- |
| **1** | Expectations/Syllabus  What are 21st Century Schools: The Implications for Teaching & Learning?  Action Research & Capstone Projects  **Enroll in Task Stream**  **Assignments in Blackboard/WebCT** | Develop a “Scavenger Hunt” for the Syllabus. Put students into groups. After taking time to introduce one another, the groups will work together to find the information in the syllabus.  Class Debriefing on Class expectations and the Syllabus  Show the TED Presentation by Sir Ken Robinson, \*[Changing education paradigms](http://www.youtube.com/watch?v=zDZFcDGpL4U) (11 minutes)  Watch The WebX Action Research Presentation  ***PPT on Action Research and Introduction of the book, A Short Guide to Action Research.*** |
| **2** | **Idealism, Realism, and Eastern Philosophies (Ozmon Chapter 1 - 3)**  **Curriculum in a New Global Age (Pearson Chapter 1)** | **Show Capstone PowerPoint.**  **Introduce the Pop Culture Project. Show an example of a “teacher” in Pop Culture, not just the actual teachers like Ron Clark, etc. For example Mr. Miagi (Karate Kid) and Sandra Bullock (Blind Side).**  ***Standards Based Curriculum – Discuss in your group - Align with the newly developed CORE – Be prepared to discuss any changes you see with the newly revised national curriculum.*** |
| **3** | **Pragmatism & Education (Ozmon Chapter 4)**  **Philosophy and Curriculum Design (Pearson Chapter 2)**  **Research Protocol:**  **Research Methods in Education** | ***In a group of 3, design a new elementary school that will house 650 students based on all the components of an exemplary elementary school. You should have a drawing of your school layout, schedules, curriculum, instructional models expected by the teachers, a two-year faculty development plan, a school communication and safety plan, and a way to assess your new school. Share******with the class****.*  ***Chapter 5 – Prepare for class discussion by answering questions 1-7 on pp. 59-60. Complete the worksheet given to you in class to assist you in developing an action research capstone.*** |
| **4** | **Reconstructionism & Education (Ozmon Chapter 5)**  **Managing Curriculum Development (Pearson Chapter 3)**  **Research Protocol: Citing Resources**  **Article #1: Literacy** | **FastWrite: Topic from Pearson Chapter 3 & Ozmon Chapter 5**  ***In your group, create a body movement activity that describes the components of a 21st century curriculum. Present to the class.***  **Using the APA Style Manual, students will work in groups to look at a variety of resources and the proper style formatting required for each one.**  **Seminar Article #1 in Small Groups using the National School Forum Protocol. Format is posted on the Blackboard.** |
| **5** | **Behaviorism & Education (Ozmon Chapter 6)**  **The Standards Based Curriculum (Pearson Chapter 4)**  **Research Protocol: Generating Research Ideas**  **Article #2: National Standards: Common Core** | **FastWrite: Topic from Pearson Chapter 4 & Ozmon Chapter 6**  ***Read the article*** *Developing Leadership for the New Common Core* ***from PD 360. How are you going to use this information in your school?***  ***Pick a PD 360 video to watch with your group and be prepared to teach the class your findings.***  **Discuss and demonstrate multi media presentation tools other than Power Point. Invite an outside resource (Instructional Technologist) to class if available to teach this session.**  **Seminar Article #2 in Small Groups using the Protocol** |
| **6** | **Existentialism, Marxism & Education (Ozmon Chapter 7, 8)**  **Curriculum Development in The Classroom (Pearson Chapter 5)**  **Article #3: The Opportunity Gap / Interventions That Work** | **FastWrite: Topic from Pearson Chapter 5 & Ozmon Chapter 9**  ***Develop your philosophy of education from your readings and your beliefs about teaching and learning. Using two pages of typed words complete the philosophy and submit on Web/CT.***  ***Class activity: read your philosophy out loud to your group members. Listen for dispositions, self-efficacy, collective efficacy, knowledge, and innovation. Keep records of your findings for your fellow classmate.***  [*http://www.youtube.com/watch?v=zDZFcDGpL4U*](http://www.youtube.com/watch?v=zDZFcDGpL4U)  [*http://www.youtube.com/watch?v=yiLgzZAzSJU&feature=related*](http://www.youtube.com/watch?v=yiLgzZAzSJU&feature=related)  [*http://www.youtube.com/watch?v=nvI6ODUAMek*](http://www.youtube.com/watch?v=nvI6ODUAMek&feature=watch_response_rev)  [*ODUAMek&feature=watch\_response\_rev*](http://www.youtube.com/watch?v=nvI6ODUAMek&feature=watch_response_rev)  *Link:*  [*http://www.pbs.org/kcet/publicschool*](http://www.pbs.org/kcet/publicschool/)  ***Watch the youtube videos and write a written reflection on each one. In class we will complete a reflection walk and add to other’s ideas.***  **Seminar Article #3 in Small Groups using the Protocol** |
| **7** | **Analytic, Post Modernism & Education (Ozmon Chapter 9, 10)**  **Changing Learning Culture with Value Added Experiences (Rethink Chapter 1, 3, 4, 5)**  **Research Protocol: Developing Research Questions** | **FastWrite: Topic from Ozmon Chapter 9, 10)**  **Discuss in collaborative groups the necessity of Passion for Learning and the value in Changing Learning Cultures – Develop a visual presentation with your group to present to the class. Class presentations.**  ***A Short Guide to Action Research* – Read chapter 6 and develop/ identify a problem you want to examine as a possible capstone project. Discuss with your group the problem you are interested in studying. Collect comments from each person. Be sure to include introduction and problem statement. Begin completing the Chapter 1 Outline.** |
| **8** | **Pop Culture Presentations /** | **Pop Culture Class Presentations** |
| **9** | **Pop Culture Presentations**  **Article #4 Testing & Assessment** | **Pop Culture Class Presentations**  **Seminar Article #5 in Small Groups using the Protocol** |
| **10** | **Teacher Leadership (Rethink Chapter 4, 5)**  **Research Protocol:**  **Writing Chapter 1** | ***Read chapters 4 and 5 in Rethink…for this class.***  ***Discuss pre-requisites for organizational learning beginning on p. 39. Why are they important? Develop a song that helps you remember the components and teach them to the class.***  **Review capstone components, especially Chapter 1 in your group. Begin writing chapter 1. Complete Chapter 1 of the capstone and post on line for your classmates to review. Each class member should review his/her group before the next class. Make comments on the paper. Go back to the outline description of Capstone procedures. Post on Web/CT.** |
| **11** | **Global Perspectives of Curriculum Development (Pearson Chapter 9)**  **Empowerment (Rethink Chapter 6, 7)**  **Article #5 Global Issues** | **FastWrite: Topic from Chapter 9**  ***Read Chapter 9 Global Perspectives of Curriculum Development – Pick a country and work in your group to discuss and present how your country offers education to youngsters. You may need to do more research on line to get all the information you want to distribute to the class.***  ***Read chapters 6 and 7 in Rethink…for this class.***  ***Discuss in your group how empowerment relates to teacher leadership. How does the issue of “control” affect change in schools?***  **Seminar Article #5 in Small Groups using the Protocol** |
| **12** | **Technology, Curriculum, and the Future (Pearson Chapter 10)**  **Learning Communities (Rethink Chapter 8, 9)**  **Article #6 Social Media and Schools** | **FastWrite: Topic from Chapter 10**  ***Read Chapter 10 Technology, Curriculum and the Future – Choose a technology application that will enhance student learning and discuss/present it to the class. Help us see and understand the teaching and learning in the year 2030.***  ***Read chapter 8 and 9 in Rethink…In your group discuss the difference between self-efficacy and collective efficacy. How does each one enhance the other? How does teacher disposition affect student self-esteem and performance?***  **Seminar Article #6 in Small Groups using the Protocol** |
| **13** | **Elementary /Middle / Secondary Programs & Issues (Pearson Chapter 6, 7 & 8)**  **The Future of Education (Rethink Chapter 26)**  **Research Protocol:**  **Writing a Literature Review (Action Research Chapters 7 & 8)** | **FastWrite: Topic from Chapters 6, 7, & 8**  ***Read Chapters 6, 7 and 8 for this class. Develop a spicy node, prezi or other online visual to explain elementary, middle, and high school programs and issues.***  ***Read Chapter 26 in Rethink… for this class. Pick one issue in this chapter and find one or two viable solutions to the problem. Be prepared to discuss in your group or with the class. Do you consider this issue a problem? Why or why not?***  ***Review your topic for capstone with the class. Read Chapters 7 and 8 for this class. Discuss literature review in class as well as methods of collecting data. Begin to outline chapter 2 of the capstone.***  ***Be prepared to work with your group to finalize your project and presentation. Make sure you have a visual presentation as well as a group written project.*** |
| **14** | **Curriculum Group Project** | ***Curriculum Group Project Group Work Sessions – Class does not meet as a whole. Groups can choose to meet on campus or off campus. Professor is available for consultations*** |
| **15** | **Curriculum Group Project** | ***Class Presentations*** |
| **16** | **Capstone Chapter 1** | ***Exam: Class Presentations***  ***Present your capstone to the class and place the finished project on Task Stream*** |

**\*Professor may change audiovisuals if the listed audiovisual is not available.**

**Assignments** **% of Final Grade**

On Line Posts 20

Fast Writes 10

Pop Culture Comparative Paper 10

Pop Culture Comparative Presentation 10

Literature Review Synopsis 20

Capstone Chapter One 20

Curriculum Project 10

* Identified Curriculum Need
* Develop 2 – 3 Research Questions
* Develop an Initiative to address the need
* Class Presentation

**Assignment Details**

1. **On-line Posts in Discussion Board:** Will be used for students to post responses to cited resources and to post 5 article summaries. (**10%**)

**A**) Post **five** original informed opinions to the cited resources posted for the Discussion Board.

**B)** Post **at** **least five** responses to posts by other students to each of the statements/questions/article summaries in BlackBoard.

1. **Article Summaries:** Post the citations (urls, journals, etc.) along with a thought-provoking brief summary of **six** articles (one from each of these categories: Literacy; National Standards (Common Core Standards); Interventions that Work/The Opportunity Gap; Global Issues for Education; Testing and Assessment; Social Media in Schools. Articles must come from peer-reviewed journals. Articles must be posted by designated dates in order for classmates to read for class.

These articles will be used in class (following the article protocol from the National School Reform Faculty (posted). Article must be posted by the due date one week prior to discussion in class. This will give all classmates the opportunity to read each of the articles prior to class to facilitate preparation for the seminar. (**10%)**

1. **Fast-writes: (weekly)** At the beginning of each class, you will be provided a prompt to which you will respond as a teacher leader in your school. Those will laptops and wireless access can submit them on line or with handwritten paper. This is a timed activity. (**10%)**
2. **Pop Culture Comparison Presentation:** Identify two “teachers” from pop culture (movie/TV/literature/music) for which you conduct a comparison analysis of the two. Address, as applicable, the six standards of the 21st Century educator, instructional strategies, diversity / global issues, and what makes the teacher successful or not. Your personal philosophy of teaching should be evident in the analysis. Compare the “teachers’ to a least one of the historical philosophers or educators studied in Ozmon. Submit a 4-6 page paper of your comparison. (**10%**) Your 20-minute presentation should be interactive and utilize web 2.0 technologies. (NO POWERPOINTS) (**10%**)
3. **Curriculum Group Project:** Will collaborate with a research group to conduct a Curriculum Project. (**10%)** Although you will work as a group, turn in parts A-D individually. The group will complete the following:
4. Analyze school data and/or classroom data (AYP, Dibels, ABC, Reading Inventories, etc.) to identify a curriculum need at your school. *Literature Review #1 Based on two (2) Literature Review articles, write a synopsis related to the identified need.*
5. As a group, develop 2 or 3 questions using the school data and relevant research as a basis for the investigation. *Literature Review #2 -Based on two (2) Literature Review articles, write a synopsis related to the questions posed.*
6. With permission from your principal, visit and or discuss the questions and need with a variety of teachers in your school. *Literature Review #3 -Based on two (2) Literature Review articles, write a synopsis of the curriculum need and initiatives to address it.*
7. Discuss as a group, how your research can be utilized to plan an Action Research Project. Literature Review #4 *Based on two (2) Literature Review articles, write a synopsis on related to the curriculum need/initiative to be used in an Action Research Project.*
8. With the research group, create presentation of your curriculum project. The presentation should use specific references to the 21st century standards and competencies as you solve the problem. Again your 30-45 minute presentation should be interactive and utilize web 2.0 technologies.
9. **4 Literature Review Synopsis (Using a minimum of 2 Articles per Review):** Follow APA style. Details related to the Literature Reviews are contained in #5, Curriculum Project. (**20%)**
10. **Capstone Chapter One and outline of Chapter Two:** After the development of a research question for extensive study and an outline for Chapter 1, write a 5 – 7 page paper that includes and introduction, problem statement and definition of terms related to the study. (**20%**)